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Wensley Fold CE Primary Academy

"Make Each Day Count"

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WENSLEY WEEKLY
Thursday 30 April 2026
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User Name: parent Password: parent

Dear Parent

MAY DAY HOLIDAY

School will be closed next Monday for the May Day holiday and will reopen on Tuesday 5 May at 8.45am.

DAVID ATTENBOROUGH'S 100TH BIRTHDAY – NON UNIFORM

To celebrate David Attenborough's birthday, all children can come to school next Friday 8 May dressed in the colours: brown, green or camouflage – no football shirts please. Please can you ensure clothing is suitable for PE related activities and sensible footwear is worn. Thank you.

WARM WEATHER

Reminder about sunhats, applying sun cream at home, not dressing in layers etc. No need for hats, scarves and gloves!

YEAR 6 SWIMMING

Please can children wear their appropriate kit for their swimming lesson (see emails sent on Monday) – footwear such as sliders must not be worn and moisturising creams etc must not brought from home.

As mentioned in the one of the emails, we are allowing Year 6 children to wear their PE kits on Fridays to make changing easier. Thank you for your co-operation.

YEAR 6 LEAVERS HOODIES

Please see email sent to parents yesterday on how to order a leavers hoodie for children in Year 6. All orders must be placed by Friday 15 May. Thank you.

PE KITS/UNIFORM

Please note children must only come into school dressed in their PE kits on the days when they have their PE lesson or when they have a club/enrichment lesson on the day. Thank you.

SCHOOL PHOTOS

Please can all orders be placed online by Wednesday 13 May. Any orders received after this will incur a postage charge. Thank you.

YEAR 1 EUREKA

As part of their topic on Science this term, Year 1 will be visiting Eureka Children's Museum in Halifax next Thursday 7 May, where they will have fun learning about the human body and how the organs & senses work. Children should wear their school uniform and will not be back in school until approximately 3.45pm – we have been advised a phase of major roadworks in Halifax town centre have now begun that will likely impact journey times to and from Eureka!

Please pay on ParentPay by tomorrow. Thank you.

YEAR 3 LAKES

As part of their English and Geography topics, Year 3 will be visiting the Lake District on Wednesday 1 July. The trip consists of a steam train ride throughout the Lake District, a visit to the Lakeside Aquarium and a boat trip across Lake Windermere so it is a fun filled, busy, educational experience. Please pay on ParentPay by Friday 26 June. Thank you.

YEAR 6 ACTIVITIES WEEK AND HOUSES OF PARLIAMENT

Year 6 Activities Week will be taking place week beginning Monday 22nd June.

The cost for Activities week and the Year 6 leavers party is £150.

The cost of the Parliament trip is £40 which has been subsidised by the Houses of Parliament.

The total cost of for all of the above opportunities is £190.

Please pay on ParentPay by Friday 19 June. Thank you,

YEAR 6 ART

Please can Year 6 have any strong and empty cling film/foil rolls for their art lessons. Thank you.

PRE-LOVED UNIFORM

If you are interested in purchasing pre-loved uniform, please contact Mrs Khan or Ms Emam to arrange a viewing or to enquire about specific items.

All sales will make a real difference to our school nominated charity, Barnados.

Thank you for your support

PARENT AND TODDLER GROUP

Come along to our Parent and Toddler group every Thursday at 8.45am-9.45am in the school hall. A chance to meet other parents and have a fun time with your little ones.

We have the following activity this term:

07 May	-	Creative
14 May	-	Outdoor Play
21 May	-	Role Play

RECEPTION & NURSERY FUND

Reception and Nursery fund is now due for the Spring Term. If you have not already paid for the year, please pay £5 at the school office. Thank you.

MILK

Milk money is now overdue for the Autumn Term for all infant children; however all Reception children will receive free milk up to the term in which they have their 5th birthday. Please can parents of children in Years 1 and 2 pay £12 online for this academic year. Parents of children in both Reception classes – please check with Ms Emam. Thank you.

EASTER HOLIDAY CHALLENGES

If your child has completed any of the CU Challenges over the holidays please ensure you send the evidence to Sara Burton via s.burton@wensleyfold.blackburn.sch.uk or 07805929965. You must still remember to send your child's CU passport in to school so it can be updated, please post in the BLUE CU box at the school office. If you prefer you can send the evidence of the challenges into school together with your child's CU passport so it can be checked and updated. The deadline for these is **THIS Friday 1st May**. All passports will be returned by next Wednesday, so please do look out for it if you have handed it in for the challenges, as no responsibility will be held by the school once it has been returned.

CHILDREN'S UNIVERSITY LET'S GET COOKING ACTIVITY

This is taking place on Saturday 9th May. A letter was sent out last week with further details. There are currently no spaces, however if any do become available these will be added to ParentPay at 12.15pm tomorrow (Friday). If you have signed your child up please do look out for the confirmation email that will be sent by tomorrow (Friday), which will be sent through the school email system. It will have the link to the online consent form, which must be completed by next Tuesday 5th May. Failure to complete this consent form will mean your child cannot attend.

SWIMMING LESSONS AND WATER FUN SESSIONS

Letters have been sent out today about some swimming lessons and water fun sessions that will be taking place in June at St Michael with St John Primary School. Please note the swimming pool is only going to be at St Michael with St John Primary School, Swallow Drive, Blackburn, BB1 6LE this year. Unfortunately, there will be no sessions at Wensley Fold. However, children from all four of our primary schools (Sacred Heart, St Silas, St Michael with St John and Wensley Fold) can attend. If you would like to register your child for any of these please do so via this link: <https://bit.ly/RegSwimming26>. Places are limited and will be offered on a first come first serve basis.

WOMEN'S ONLY FITNESS CLASSES

There is another block of Women's only fitness classes starting after half term. Please see the letter that has been sent out (<https://bit.ly/LetterJune26FitnessWF>). Sign up via this link: <https://bit.ly/WomensFitnessJune26WF>.

TESCO STRONGER STARTS – BLACKBURN CHILDREN'S UNIVERSITY VOTE

Blackburn Children's University have been successful for the Tesco Stronger Starts Scheme and have been put forward to a customer vote in Tesco stores (Blackburn Superstore, Bank Top, Roe Lee, Livesey and Darwen Express). Voting is now open and will continue until the end of July 2026. The voting is to help fund Blackburn CU holiday activities including cooking as well as a variety of sport and wellbeing activities so children can have fun and learn new skills. Please look out for this if you visit any stores and pick up a token to cast your vote!

WAKE UP WEDNESDAY

At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

What Parents & Educators Need to Know about TECHNOLOGY ATTACHMENT

WHAT ARE THE RISKS?

In today's digital age, children are increasingly forming emotional and habitual attachments to their devices. With 96% regularly accessing the internet and nearly half engaging in live streaming or content sharing, their online presence is greater than ever. This guide explores the phenomenon of technology attachment in young people and offers expert advice on fostering healthier digital habits.

WIRED FOR REWARD

Children's brains are particularly sensitive to reward-based stimulation, and some digital platforms, especially those offering quick-hit content like short-form videos, are designed to exploit this. The instant gratification of likes, comments, and rapid scene changes triggers dopamine releases, making these interactions highly addictive. Over time, this may contribute to changes in attention patterns and a reduced inclination towards activities that involve prolonged focus or delayed gratification, such as reading, problem-solving, or creative play.

NIGHT-TIME TECH HABITS

Screen use late into the evening can disrupt natural sleep patterns by suppressing melatonin, the hormone that regulates sleep. Children engaging with stimulating content may experience delayed bedtimes, lower sleep quality, and increased fatigue during the day. Additionally, fear of missing out (FOMO) on online interactions can cause anxiety and resistance to logging off, creating a cycle of late-night engagement and tired mornings.

SHAPED BY SCREENS

For many children, digital spaces have become a key arena for identity exploration and expression. Social media encourages them to curate their image carefully, with likes, comments, and shares serving as social validation. This environment can tie self-esteem to online feedback, making children vulnerable to comparison, self-doubt, and pressure to present a perfect version of themselves, even when it doesn't reflect reality.

DIGITAL WORLD DANGERS

The Internet can expose children to unfiltered content, some of which may be inappropriate, misleading, or harmful. Cyberbullying, exposure to idealised lifestyles, and online predators are all risks children face, often without fully understanding the consequences. Misinformation can shape distorted worldviews, while constant comparison to others can erode self-confidence. Without guidance, children may internalise these digital dangers, impacting their emotional and mental health.

DIGITAL DEPENDENCY BUILDS

Devices often become digital comfort blankets. In moments of boredom, anxiety, or loneliness, children may instinctively reach for screens to self-soothe. This reliance on digital distraction limits their ability to develop healthy coping mechanisms, such as mindfulness, conversation or physical activity. As the habit builds, their dependency may displace real-world experiences and emotional resilience.

FRIENDSHIPS & FILTERS

Technology transforms how young people socialise, often replacing face-to-face interaction with text-based or image-based communication. While messaging apps and social media enable connection, they may also limit emotional expression and the development of essential interpersonal skills, such as tone recognition, empathy, and reading body language. As a result, some children may become less confident with exchanges in person and more reliant on digital personas to navigate friendships.

Advice for Parents & Educators

READ THE ROOM

Pay attention to behavioural changes that may signal unhealthy tech attachment. This includes mood swings, increased secrecy about online activity, withdrawal from family time or hobbies, and visible distress when separated from devices. These cues can indicate deeper emotional reliance or even exposure to distressing content. Early recognition allows for proactive support and meaningful conversation.

DON'T WAIT, REACH OUT EARLY

If a child's relationship with technology starts affecting their emotional wellbeing, school performance, or social connections, don't hesitate to seek help. Open up discussions with teachers, pastoral staff, or digital wellbeing professionals. Early intervention is key, and a supportive network can provide tools, resources, and reassurance for both children and adults navigating this evolving digital landscape.

SHAPE DIGITAL BOUNDARIES

Create a balanced digital environment with clear guidelines on when and how devices can be used. This includes screen-free zones (e.g. bedrooms, dining tables), app restrictions, and time limits. More importantly, involve children in these decisions and explain the reasoning behind them, even reflecting upon your own digital use so they can see it's something we all have to manage. Turning boundaries into a dialogue, not just directives, helps build trust and encourages self-regulation.

SET THE STANDARD

Children often model the behaviour they see. When adults demonstrate healthy digital habits, such as prioritising face-to-face conversation, balancing screen time with other activities, and using devices with purpose, children are more likely to follow suit. Share your own positive uses of technology and invite children to do the same. This collaborative approach helps demystify tech use and encourages responsible engagement.

Meet Our Expert

Philippa Waltham is an award-winning educator, author of *The Digital Ecosystem*, and founder of EdRupture and Digital Bridge. Digital Bridge supports the relationship between families and technology, empowering everyone to be balanced and digitally well. With over 15 years in digital education and wellbeing, she supports families, schools, and governments to build balanced and safe digital cultures.



#WakeUpWednesday

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A photograph of a male teacher with short dark hair, wearing a light blue button-down shirt, leaning over a desk. He is looking at a computer monitor. Two young students are sitting at the desk. The student on the left is a boy with curly hair, wearing a white shirt, looking at the monitor. The student on the right is a girl with dark hair, wearing a red sweater over a white collared shirt, looking at the monitor. The background shows a classroom setting with blue walls and some papers.

**SCHOOL DAYS ARE
PACKED WITH
MOMENTS OF...**

**CURIOSITY, WONDER
AND CONNECTION.**

**SEARCH 'ATTENDANCE'
ON THE EDUCATION HUB**



HM Government



**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**